ROLE DESCRIPTION

1.0   HEAD OF FACULTY – SCIENCE

2.0 OUR VISION AND MISSION

With a focus on 'Setting Our Future', Villanova College's Vision is to strive for excellence in boys' education as an Augustinian community, one in mind and heart on the way towards God. We embrace the living traditions of the Catholic Church, enriching the mission of the Archdiocese of Brisbane with our Augustinian charism and organisational independence. All staff at the College are expected to support the ideals and principles of a Catholic school. Within our College, the wellbeing and safeguarding of our students, staff and wider community is paramount.

Villanova believes that education is the formation of the whole person within a faith community. Our community promotes life-long learning through continually challenging itself in the restless search for Truth.

3.0 PURPOSE OF THE POSITION

As part of the Middle Leadership team, the Head of Faculty works strategically and collaboratively with the College Leadership Team to ensure the Vision and Mission of the College are realised. This role plays a crucial part in enabling and driving the College community to achieve key goals and priorities in accordance with the Augustinian Values and College Strategic Plan.

Values	Setting our Future – Strategic Goals
Community	Augustinian Identity and Mission
Humility	Transforming Teaching and Learning
Interiority	Student Wellbeing
Search for Truth	Stewardship

4.0   STATEMENT OF RESPONSIBILITY

The Head of Faculty is a member of the College's Middle Leadership team and has specific responsibility for leading, developing and championing the Science curriculum across Years 7 to 12. This role works collaboratively with the College Leadership Team, Middle Leaders and teaching staff, to achieve the highest possible educational outcomes for students. The Head of Faculty leads a team and is responsible for both staff and student engagement/ performance in line with strategic goals.

5.0   DUTIES

The position will require the role holder to undertake the following activities including but not limited to:

a) **Teaching and Learning**
    Demonstrate effective practices in teaching and learning, including supporting the development and maintenance of positive relationships with students and colleagues per the Villanova College Teacher Role Description.

b) Leadership

- In order to support the Mission, Vision and Values of the College, be a role model to encourage and ensure staff and students embrace all aspects of school life
- Demonstrate visible leadership, to drive and lead continuous improvement strategies within the educational environment
- Actively promote and enable a culture of learning
- Develop and support an expert teaching team through active participation in leading professional development opportunities
- Ensure that all members of the faculty are familiar with its aims and objectives
- Ensure overall effective faculty based communication/consultation as appropriate with the parents of students
- Lead fortnightly faculty meetings
- Contribute to and share the facilitation of middle leadership based faculty meetings
- Work with the Dean of Teaching and Learning to ensure that staff development needs are identified and that appropriate programs are selected to meet such needs
- Provide regular progress updates on goals achievement, in line with Strategic Goals to the College Leadership Team
- Support staff in their Professional Learning Plans (PLP's) through on-going professional discourse, collegial support, observations and reflective practices
- Proactively engage in the College's Staff based Goal Setting and Performance based culture by engaging in and undertaking a Goals based Performance Management Review(s) process with your reporting staff member, whilst continuously striving to improve all aspects of teaching
- Support and participate in the College's recruitment and induction processes when appointing and inducting new staff via the College merit-based recruitment processes
- Manage the available faculty based resources, financial/budgetary resources and equipment as a budget holder, requisitioning, organising and maintaining equipment and stock and keeping appropriate records
- Undertake other appropriate duties as required by the Dean of Teaching and Learning, and Deputy Principal

c) Curriculum

- In collaboration with the Dean of Teaching and learning, lead the development, implementation and evaluation of a rigorous curriculum, whilst continuously striving to improve all aspects of teaching
- Ensure familiarity with the relevant curriculum (i.e. Australian Curriculum, Queensland Curriculum and Assessment Authority (QCAA), Brisbane Catholic Education (BCE) Religious Education Curriculum) and keep well abreast of and communicate any changes to appropriate staff

  - Oversee the procedural compliance of the Queensland Curriculum and Assessment Authority (QCAA) in:
    a. Overseeing endorsement and confirmation processes
    b. Coordinating external assessment
    c. Scheduling internal senior assessment
    d. Monitoring and maintaining the QCAA portal
    e. Collaboration with the Head of Inclusive Education, Senior Wellbeing Team and Teaching and Learning Office to assist with an organised approach of Access Arrangement and Reasonable to assist with an organised approach of Access Arrangement and Reasonable Adjustments (AARAs) and senior school support options.
- Actively monitor and respond to curriculum development and initiatives at national, regional and local levels

- Ensure that teaching and learning resources, including all documentation, are centrally located and easily accessible

d) Pedagogy and Teacher Support
- Support and promote high yield pedagogies that provide the best opportunity to enhance learning for boys based on current research and emerging trends
- Actively support teachers in all processes that relate to teaching, to:
  - Communicate and plan on a regular, ongoing basis (before school, during school hours, with the students, after school)
  - Establish approaches to all aspects of behaviour management, time management and classroom organisation
  - Continually monitor, develop and enhance teaching strategies within the faculty
  - View and proactively enable the classroom as a shared space
  - Share responsibilities which highlight individuals strengths

e) Assessment, Reporting and Feedback
- Facilitate the development of reliable and rigorous methods of assessment for each relevant subject within the teaching team
- Ensure that assessment is conducted with high levels of integrity and consistency
- Implement internal moderation procedures for each task to ensure consistency of judgements
- Record student grades and levels of achievement in appropriate platforms (i.e. student management system, subject spreadsheets)
- Support teachers in providing students with feedback and feedforward on assessment tasks

f) Differentiation
- Assist teachers in their understanding of appropriate differentiation in their classrooms
- Collaborate with the Head of Inclusive Education to provide information to and support teachers to ensure that students requiring support in the classroom and in assessment are afforded this
- Collaborate with the Head of Inclusive Education and the classroom teacher in developing individual curriculum plans for students working off year level
- Seek out and offer extension or enrichment activities to students in order to deepen their knowledge, understanding, skills and interest in specific subject areas
- Collaborate with the College counselling team and Head of Inclusive Education in determining which students require support through special provisions in assessment (this includes QCAA processes that include AARA for year 11 and 12 students

g) Use of Data
- Assist staff to use student data (i.e. achievement, ability and other data) to inform teaching approaches that enable improved student learning outcomes
- Evaluate student progress through the comparison of performance and benchmarked data to ensure that high standards of learning are achieved and maintained
- Work closely with the Dean of Learning and Teaching and Director of Data Analytics and Academic Performance, in analysing a range of data to develop various aspects of student growth and development
- Manage and maintain accurate and comprehensive records for and about students in line with the College's professional obligations and responsibilities, ensuring data is consistent, meaningful and measurable
- Works in collaboration with the Director of Studies and Director of Data Analytics and Academic Performance to facilitate the external testing of current and prospective students

- Analyse and evaluate ability data gathered from external testing such as NAPLAN and ACER in order to inform curriculum and pedagogical decisions
- Identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken

h) Student Wellbeing and Holistic Community Involvement
- Establish positive relationships including engagement in the pastoral care of students by supporting their spiritual and moral development
- Working collaboratively with the Heads of Year ensure Restorative Practices and appropriate behaviour management is adhered to within in the faculty/department so that effective learning can take place
- Monitor and support the overall progress and development of students within the faculty
- Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- It is necessary that the role holder exercise judicious and prudent judgment in interactions with student
- Attend and contribute to co-curricular activities including camps and College/community wide events as required

i) Whole School Change and Innovation
- Liaise with other schools, higher education, industry and other relevant external bodies
- Partner with internal key stakeholders such as other Middle Leaders (both Teaching and non-teaching, Academic and Wellbeing) to ensure positive collaboration and College efficiencies
- Maintain and develop an understanding of evolving trends in teaching, safety and wellbeing education by keeping abreast of school leadership and curriculum, as well as emerging wellbeing developments
- Contribute to College internal and external publications such as Newsletters, Villa Voice etc
- Deliver professional development and formation opportunities relevant to role and knowledge, experience and specialist curriculum areas

6.0   REQUIREMENTS AND SKILLS
- Possess appropriate tertiary qualifications within education
- Have current Queensland College of Teachers (QCT) registration
- Demonstrate currency of Professional Development within the past five years.
- Possess the ability to generate enthusiasm for the work of the department
- Demonstrate high standards in the necessary professional competencies required of teachers:
  - subject knowledge and application;
  - classroom management;
  - assessment, recording and reporting students' progress;
  - teaching effectively throughout age and ability range;
- Have the confidence to contribute their own ideas and initiatives to the philosophy of the College
- Apply a practical understanding of administrative demands
- Be committed to personal and professional development
- Be an individual of integrity with a commitment to ethical behaviour
- *Demonstrated memberships of relevant professional bodies is highly desired, however not essential*

7.0   DISRETIONARY REQUIREMENTS AND SKILLS

Higher expectations outside of the Tier limit to be agreed upon successful appointment.

8.0   GOVERNANCE AND COMPLIANCE REQUIREMENTS

At all times, the Middle Leader must act in accord with and here to all College Policies, Procedures and Workplace Health and Safety requirements such as:

- College and Augustinian Values
- Code of Conduct
- Social Media Guidelines for Staff
- Workplace Health and Safety Policy
- Anti-Discrimination, Bullying and Harassment Policy
- Student Protection Policy and Child Safeguarding Guidelines

This role must ensure that health and safety policies and practices, including risk assessments, throughout the faculty/department are in-line with national requirements and are updated where necessary, therefore liaising with the school's Risk and Compliance Officer.

9.0   COMMERCIALITY/ AUTHORITY LIMITS

The position carries delegated authority regarding expenditure of funds or supervision of other role holders within the College for the relevant faculty. Expenditure of funds must be in accordance with approved budgets and appropriately authorised. This role is responsible for coordinating the production of appropriate financial reports throughout the year.

10.0   REPORTING AND OTHER RELATIONSHIPS

The Middle Leader reports in the first instance to the Dean of Teaching and Learning. Other significant internal College based relationships exist with the College Leadership Team Members, Students, Parents and other teaching staff, services staff and school officers.

11.0 REMUNERATION AND ENTERPRISE COLLECTIVE AGREEMENT TERMS

This fixed-term, full-time, higher-duties Position of Leadership appointment cycle is effective from 2023 – 2026. The remuneration allowance or Substantive Salary is a Tier 4 will be paid in accordance with the Single Enterprise Collective Agreement – Religious Institutes Schools Queensland 2019 – 2023.

This role has a teaching load of 3 lines. An underlying teaching position will compliment this higher-duties, fixed-term appointment.

It should be noted that a job description is not an exhaustive list of activities, and employees may be asked to carry out other duties commensurate with the grade of the post. The job description may also be amended to take account of changed circumstances, and employees will be consulted if this is necessary.

12.0   GOALS

Links to Strategic Goals/ Directions			
Priority/Enabler	Description of Work	Collaborators	Targeted Dates for Completion

Villanova College Human Resources: Role Description: Middle Leader Template